|  |  |  |  |
| --- | --- | --- | --- |
| **5th Grade ELA Priority Standards** | | | |
| **Reading** | | | **Writing (W)** |
| **Foundational Skills (RF)** | **Literature (RL)** | **Informational Text (RI)** |
| **RF.5.4 – Fluency**  Read with sufficient accuracy and fluency to support comprehension.   * Read grade-level text with purpose and understanding. * Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **RL.5.1 – Key Ideas and Details**  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | **RI.5.1 – Key Ideas and Details**  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | **W.5.4 – Production and Distribution of Writing**  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.) |
| **RL.5.3 – Key Ideas and Details**  Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | **RI.5.2 – Key Ideas and Details**  Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| **RL.5.4 – Craft and Structure**  Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | **RI.5.8 – Integration of Knowledge and Ideas**  Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. | **W.5.5 – Production and Distribution of Writing**  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
|  | **RL.5.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. |  |  |

|  |  |
| --- | --- |
| **5th Grade ELA Priority Standards** | |
| **Speaking and Listening (SL)** | **Language (L)** |
| **SL.5.1 – Comprehension and Collaboration**  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.   * Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. * Follow agreed upon rules for discussions and carry out assigned roles. * Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. * Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | **L.5.1 – Conventions of Standard English**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. * Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. * Use verb tense to convey various times, sequences, states, and conditions. * Recognize and correct inappropriate shifts in verb tense.\* * Use correlative conjunctions (e.g., *either/or, neither/nor*). |
| **SL.5.4 – Presentation of Knowledge and Ideas**  Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | **L.5.2 – Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Use punctuation to separate items in a series.\* * Use a comma to separate an introductory element from the rest of the sentence. * Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag questions from the rest of the sentence (e.g., *It’s true, isn’t it?*), and to indicate direct address (e.g., *Is that you, Steve?*). * Use underlining, quotation marks, or italics to indicate titles of works. * Spell grade-appropriate words correctly, consulting references as needed. |
|  | **L.5.5 – Vocabulary Acquisition and Use**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   * Interpret figurative language, including similes and metaphors, in context. * Recognize and explain the meaning of common idioms, adages, and proverbs. * Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |